

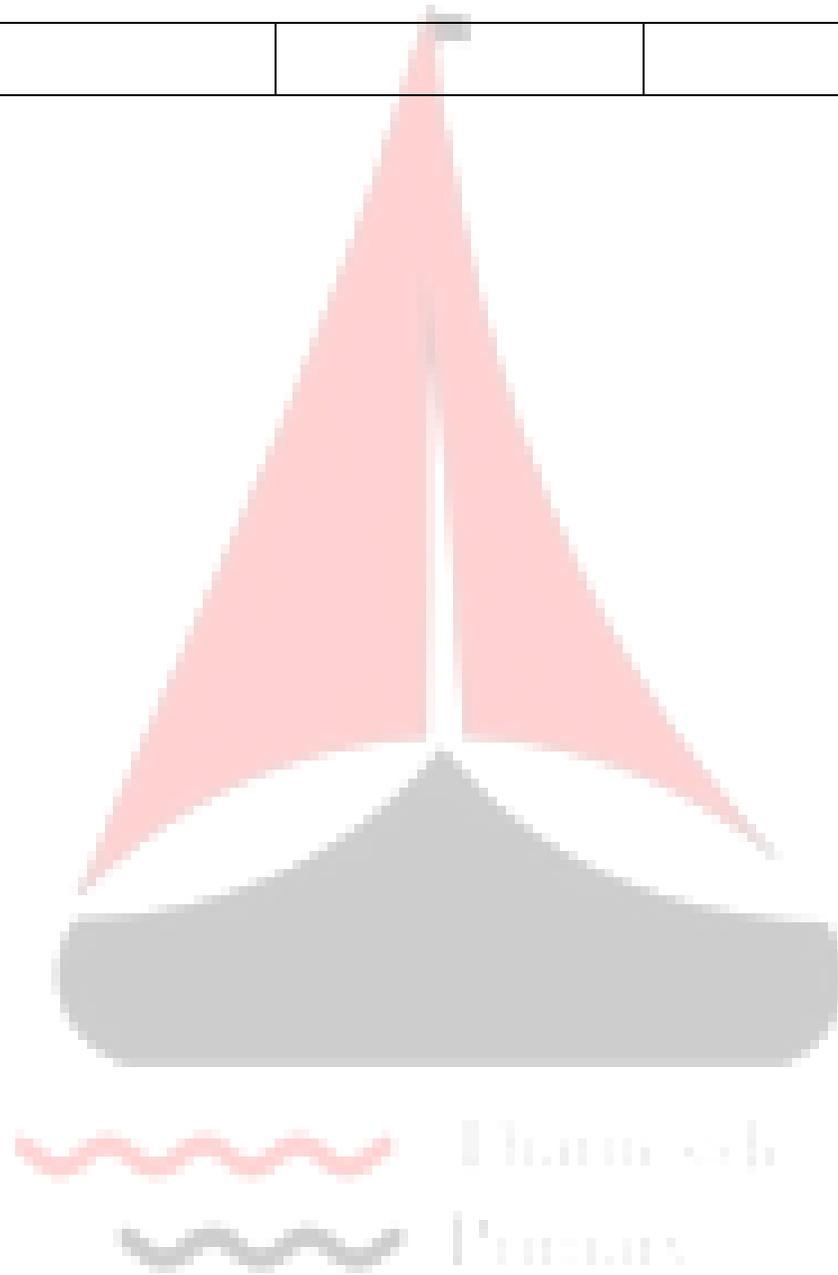
Writing to inform: Instructions – Year 3

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|--|---|---|--|--|
| <p>Tells you how to do or make something in time order (chronological sequence)</p> <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p> <p>Audience and purpose: Clear layout Diagrams/pictures Boxes for additional information.</p> | <p>Simple and compound sentences used.</p> <p>Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Some examples of complex (subordinate clauses used)</p> <p>Using subordinating conjunctions in the middle of sentences: when, if, as.</p> <p>Appropriate use of the past and present tense.</p> <p>Adverbial phrases, For example: When the glue dries, attach the paperclip.</p> <p>Use of imperative verbs. For example: hold, draw, place, put.</p> | <p>First of all,</p> <p>To start with</p> <p>Secondly</p> <p>Last of all</p> <p>Finally</p> <p>Carefully</p> <p>Gently</p> <p>Afterwards</p> <p>After that</p> <p>The next step is to</p> <p>Try to</p> | <p><u>Noun</u> To form nouns using prefixes.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next soon.</p> | <p>Use finger spaces between words.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Use a question mark.</p> <p>Use commas to separate items in a list.</p> |

Writing to inform: Instructions – Year 4

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|---|--|---|--|---|
| <p>Tells you how to do or make something in time order (chronological sequence)</p> <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Clear headings and sub-headings are used.</p> <p>Sentences include precautionary advice. For example: Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips / troubleshooting section are included to heighten the engagement. For example: This dish is served best with a dash of nutmeg.</p> <p>Audience and purpose: Clear layout Diagrams/pictures</p> | <p>Variation in sentence structures. For example: While the pastry cooks...</p> <p>Compound sentences used. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses are used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, before, although.</p> <p>Appropriate use of the past and present tense.</p> <p>Expanded noun phrases are used.</p> <p>Adverbial phrases used to show how often. For example: additionally, frequently, rarely.</p> <p>Fronted adverbials used.</p> <p>Use of imperative verbs.</p> | <p>Continue by...</p> <p>Carry on ...</p> <p>Repeat this until...</p> <p>Stop when...</p> <p>When you have completed this...</p> <p>Try not to...</p> <p>Avoid...</p> | <p><u>Noun</u> Nouns and pronouns are used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verb inflections.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p>Fronted adverbials for time and manner.</p> | <p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> |

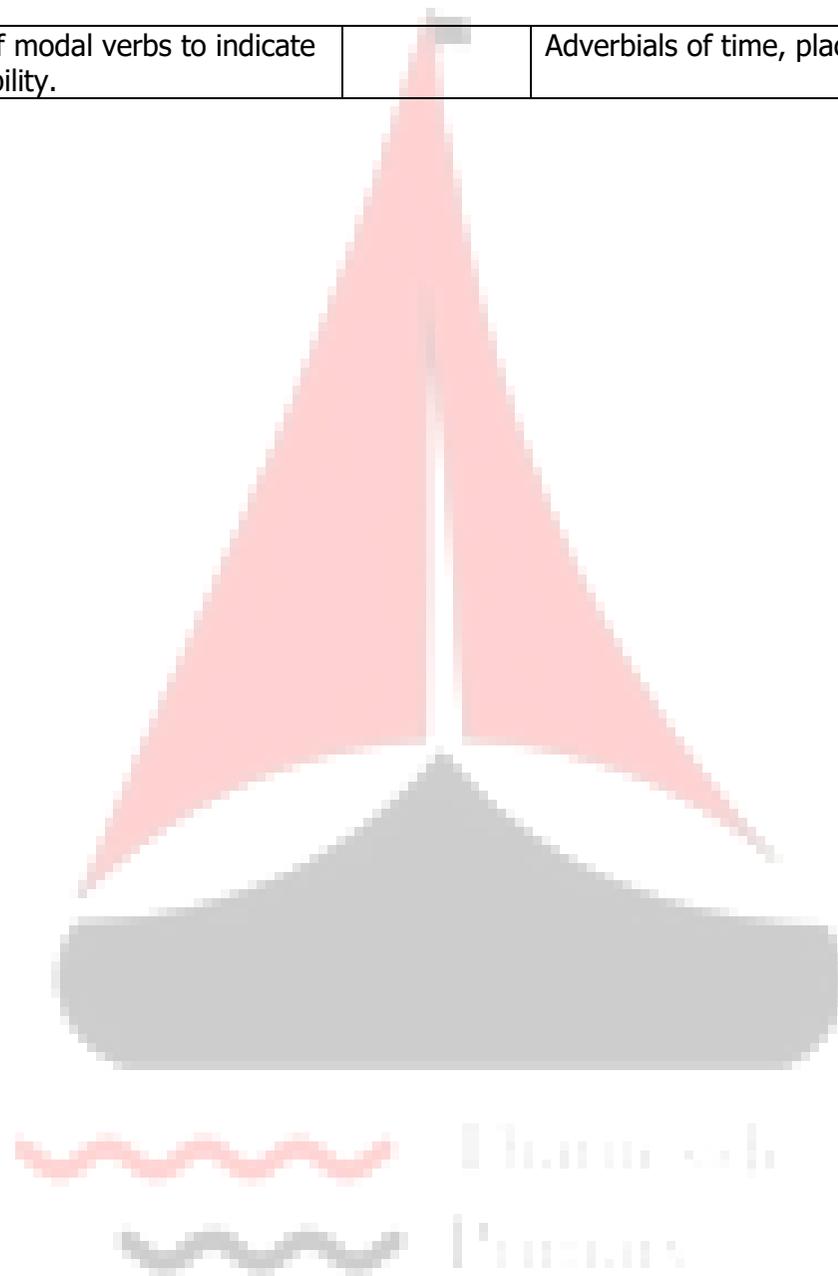
Boxes for additional information.



Writing to inform: Instructions – Year 5

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|---|--|--|---|---|
| <p>Tells you how to do or make something in time order (chronological sequence)</p> <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Clear headings and sub-headings are used.</p> <p>Sentences include precautionary advice. For example: Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips / troubleshooting section are included to heighten the engagement. For example: This dish is served best with a dash of nutmeg.</p> <p>Can write imaginative instructions using flair and humour.</p> <p>Audience and purpose: Clear layout Diagrams/pictures Boxes for additional information.</p> | <p>Variation in sentence structures including compound and subordinate clauses. For example: While the pastry cooks...</p> <p>Subordinate clauses are used. Using a wide range of subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, before, although, whilst, until, despite</p> <p>Appropriate use of the past and present tense.</p> <p>Expanded noun phrases are used. Commas used to mark expanded noun phrases.</p> <p>Adverbial phrases used to show how often. For example: additionally, frequently, rarely.</p> <p>Fronted adverbials used to show time, manner and number.</p> <p>Use of imperative verbs.</p> | <p>Don't forget to...</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p> | <p><u>Noun</u> Nouns and pronouns are used for clarity and cohesion.</p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Standard English forms for verb inflections.</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify</p> <p>Covert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because, despite)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbial.</p> | <p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses.</p> <p>To use a colon to introduce a list.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information)</p> <p>To use semi-colons to punctuate complex lists.</p> |

| | | | |
|---|--|---------------------------------------|--|
| Use of modal verbs to indicate possibility. | | Adverbials of time, place and number. | |
|---|--|---------------------------------------|--|



Writing to inform: Instructions – Year 6

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|---|---|--|---|---|
| <p>Tells you how to do or make something in time order (chronological sequence)</p> <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Clear headings and sub-headings are used.</p> <p>Sentences include precautionary advice. For example: Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips / troubleshooting section are included to heighten the engagement. For example: This dish is served best with a dash of nutmeg.</p> <p>Can write imaginative instructions using flair and humour.</p> <p>Audience and purpose: Clear layout Diagrams/pictures</p> | <p>Variation in sentence structures and length according to the purpose.</p> <p>Subordinate clauses are used. Using a wide range of subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, before, although, whilst, until, despite, even though, provided that, supposing.</p> <p>Modifiers are used to intensify or qualify. For example: insignificant amount.</p> <p>Modal verbs used to suggest degrees of possibility. (would, should, could, may, can)</p> <p>Appropriate use of the past and present tense. (including past or present progressive)</p> <p>Complex expanded noun phrases are used to add detail.</p> <p>Adverbial phrases used to show how often. For example: additionally, frequently, rarely.</p> | <p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't...</p> <p>I would suggest...</p> <p>Many people at this stage...</p> | <p><u>Noun</u> Nouns and pronouns are used for clarity and cohesion.</p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Standard English forms for verb inflections.</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify</p> <p>Covert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause and to build cohesion: (when, so, before, after, while, because, despite)</p> <p><u>Tense</u> Correct and consistent use of past and present tense. Change the tense according to the features of the genre.</p> <p><u>Adverbs</u></p> | <p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses.</p> <p>To use a colon to introduce a list.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information)</p> <p>To use semi-colons to punctuate complex lists.</p> |

Boxes for additional information.

Prepositional phrases are used in a sophisticated manner: in the event of overcooking...
Fronted adverbials used to clarify the writers viewpoint: If the temperature gets too high...

Link ideas across a text using cohesive devices such as adverbials.

To use hyphens.

